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ABSTRACT

The effectiveness (in terms of educational services for American Indians received for dollars spent) of Johnson O'Malley (JOM) funding for the Center for the Study of Migrant and Indian Children was evaluated. The approach to the evaluation of the Center was based on the working definition used by the Division of Evaluation and Program Review of the Bureau of Indian Affairs (BIA) Office of Education Programs, which includes (1) determining the decision areas of concern, (2) selecting, collecting, and analyzing information needed in making those decisions, and (3) reporting that information to the appropriate decision-makers so that they may decide among alternative courses of action. The information categories examined were background, legalities and Indian involvement, objectives, budget and finance, and Center components. Conclusions and recommendations included the following: (1) the Center's activities to date are worthwhile and defensible under JOM funding, and JOM funding should be continued in FY 1974; (2) since possibly the combining of migrants and Indians is not helpful, but instead results in difficulties with both groups, efforts should be made to clarify the population to be served; (3) the role of the Center and the problems it is attempting to resolve should be better defined; and (4) the role of and services offered by Central Washington State College should be clarified. Included in the appendixes are documents pertaining to the history of the Center. (FF)

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Evaluation Report

of

The Center for the Study of

Migrant and Indian Education

Toppenish, Washington

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RESEARCH AND EVALUATION REPORT NO. 8

EVALUATION REPORT

OF

THE CENTER FOR THE STUDY
OF
MIGRANT AND INDIAN EDUCATION

TOPPENISH, WASHINGTON

PREPARED FOR THE

STATE SUPERVISOR OF INDIAN EDUCATION

OLYMPIA, WASHINGTON

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Summer, 1972

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SECTION I. INTRODUCTION

Overview:

The Center for the Study of Migrant and Indian Education is located in Toppenish, an agricultural community in the Yakima Valley in the state of Washington. The Center was established by federal funding in 1968, the funds deriving from Title I of the Elementary and Secondary Education Act, and made available through the State Department of Education to Central Washington State College at Ellensburg. The efforts of College staff, Yakima tribal members, and State Department educators resulted in a contractual agreement between the state and CWSC to establish and operate the center, and in a tribal resolution to make land available as a project site.

The Center was established for the purpose of developing . . . . . " "an innovative approach to the educational problems of the migrant and Indian Child." It was to . . ." provide a continuity of educational goals between agencies, colleges and the public schools. Its purpose is to serve education in change and development as well as coordination and special services which will enhance the prospects of success of all migrant and Indian children."

As stated, the initial funding of the Center was derived solely from Title I ESEA Migrant Education funds. Circumstances involving population identity and benefits received resulted in additional funding sought and obtained from the Bureau of Indian Affairs' Johnson O'Malley Act resources, administered through the office of the Supervisor of

Indian Education for the State of Washington. These funds constitute approximately one quarter of the present total funding of the Center. It is this aspect of the support for the Center that is the focus for this report, and for the evaluation activity which generated it.

During the course of the past year a number of inquiries and concerns have been expressed relative to the activities and services of the Center. These concerns have been directed to both State and Federal officials, and have reflected views that, among other things, (1) Johnson O'Malley funds have been improperly allocated (2) Johnson O'Malley funds have been improperly or ineffectively spent as regards educational programs for Indian children (3) The Center has failed to provide equal educational services to all Indians of the State of Washington (4) The Center is not providing useful programs and services, and the job could be done better by someone else (5) The role and motivations of Central Washington State College are suspect, and their competencies questionable for the tasks at hand.

In an effort to respond to these and other queries, the Supervisor of Indian Education for the Superintendent of Public Instruction sought the assistance of the Division of Evaluation and Program Review of the Bureau of Indian Affairs' Office of Education Programs. At the suggestion of Dr. Roy Stern of the Portland Area Office of the BIA, a preliminary meeting was held to plan an evaluation of the Center.

The Preliminary Meeting:

A preliminary meeting was held in Portland, Oregon, on June 29, 1972, for the purpose of planning an evaluation of the Johnson O'Malley funded aspect of The Center for the Study of Migrant and Indian Education at Toppenish, Washington. Participants in the meeting were Mr. Emmett Oliver, Supervisor of Indian Education for the State of Washington; Dr. Roy Stern, Director of Education Programs, BIA Portland Area Office; and Dr. Paul Streiff, Division of Evaluation and Program Review, BIA Office of Education Programs, Albuquerque, New Mexico.

The objectives for the meeting were:

a) To ascertain the decision Area(s) of concern

b) To identify the decision-makers

c) To select a team to conduct the evaluation

d) To set the time and place for the evaluation

It was determined that the decision area of concern in this evaluation task was that of Johnson O'Malley funding for the Center beyond FY 1973. Basic to all questions was whether Indians are receiving adequate return in educational services from the Center for the amount of Johnson O'Malley funding received.

It was further determined that the decision-maker, as procedures are presently constituted, will be Mr. Emmett Oliver, Supervisor of Indian Education for the State.

Paul Streiff was asked to head the evaluation team, and four other members were selected:

1. Mr. Tobias Moran, Johnson O'Malley Coordinator, BIA Aberdeen Area Office, South Dakota.
2. Mr. Dennis Huber, Director of Johnson O'Malley United Tribes of North Dakota Development Corporation.
3. Mrs. Lila Porter of the Yakima Tribe.
4. Mr. Thomas Halfmoon of the Center.

The evaluation was scheduled for the week of July 17, 1972, with headquarters in the city of Yakima, and visitations to include:

a) The Center, Toppenish

b) Central Washington State College, Ellensburg

c) The State Department of Education, Olympia

It was agreed that input from representatives of the Small Tribes of Western Washington was germaine to the evaluation, and Olympia was suggested as a reasonably convenient place for the team to meet with them.

In summary, the purpose of the evaluation was to seek and select information concerning the effectiveness (Educational Services for Indians received for dollars spent) of Johnson O'Malley funds.

Procedures:

The approach to the evaluation of the Center for Migrant and Indian Education was based on the working definition used by the Division

of Evaluation and Program Review of the Bureau of Indian Affairs' Office of Education Programs. This definition established the role of the evaluator as that of a provider of information to decision-makers, and the process is made up specifically of the following steps:

1. Determining the kinds of decisions that have to be made.
2. Selecting, collecting, and analyzing information needed in making those decisions.
3. Reporting that information to the appropriate decision-makers so they may decide among alternative courses of action.

In undertaking to assess the effectiveness of Johnson O'Malley funds provided to the Center, the team established the following information categories to be examined:

a) Background
b) Legalities and Indian Involvement
c) Objectives
d) Budget and Finance
e) Center Components

The foregoing Overview has provided the initial background, and additional information will be contained in each succeeding section as it relates to the category under discussion.

Information was gathered during two days of visitation by the team to the Center itself at Toppenish, a half day visit to the Central Washington State College Campus at Ellensburg, and a half day meeting with represent-

atives of the Western Washington Small Tribes at the State Department of Public Instruction in Olympia.

The Center:

The project is administered by a Director, who is a tenured professor in the school of education at CWSC, and a 23 member staff. An 18 member advisory committee, composed of educators and laymen, members of the several socio-cultural groups to be served, meets regularly to provide guidance to the Center.

SECTION II. LEGALITIES AND INDIAN INVOLVEMENT

A. Purpose

The purpose of this section is to briefly review the legal documents that were used to originate the Center for the Study of Migrant and Indian Education at Toppenish, Washington, and other legal documents that followed pertaining to financing such as the agreement between the State Department of Public Instruction and Central Washington State College at Ellensburg. Incorporated in this section are views of one evaluator on Indian involvement from the local tribal level and the extension of involvement on the part of other tribes throughout the State.

B. Definitions

Whenever used in this section the terms defined will have the following meaning:

a) Center - The Center for the Study of Migrant and Indian Education

b) The College - Central Washington State College, Ellensburg, Washington

c) The Tribe - The Yakima Tribe

d) Tribes - when used refers to tribes other than the Yakima

e) July evaluators - refers to the evaluation team that visited the Center during the week of July 17-21, 1972

f) The Agreement - refers to the agreement between the State

Department of Public Instruction and Central State College for the administration of the Center.

g) Migrant - Any person from any ethnic group who is seasonally employed in agriculture.

C. Limitations

This section is limited only to those programs of the Center that provide Indian oriented services and those activities that are of concern to Indians throughout the State of Washington.

D. References

Attached to this narrative are documents or portions thereof that relate to the subject in the order in which they are mentioned, as follows:

Appendixes

a) Resolution of the Yakima Tribe

b) Mini history of the Center

c) Sheet copy of one page from prior State evaluation

d) The State/College Agreement

e) Objectives and guidelines for the Advisory Committee

f) Roster of Indian participants at July 20, 1972, meeting at Olympia, Washington

g) Exerpt from 1970 Independent Evaluation, Nelson and Dale

E. Narrative

On April 3, 1968, the Yakima Tribal Council in regular session acted upon Resolution No. T-55-68 concerning a 25-year land lease to the

Central Washington College, Ellensburg, Washington. The site selected contains approximately one (1) acre in a corner bounded by Wanity Slough on the North and the Agency Reserve on the East, located in the SW/4 SE/4 SE/4, Sec. 5, T. 10 N., R. 20 E.W.M.

The language contained in the Resolution is not clear in specifically stating that the land provided would be used for other ethnic groups. For example, the second and third paragraph read:

> "Whereas, a proposed Yakima Valley Center for the improvement of rural education opens fresh opportunities for the improved education of our children; and whereas, the functions of the Center will include such elements as teacher training, practical field training for new teachers, curriculum laboratory, research and evaluation, teacher aide training, health coordinating services, drop-out and adult education, and other related education components all of which are of great concern to the tribal council . . . ."

It would appear from these two paragraphs that the Yakima Tribal Council when enacting this resolution had intended that a Center be established for the Yakima Valley for the improved education of our children; meaning the Yakima Indian Children.

The resolution as written does not imply that a Center would be established to serve either as a migrant center or as a state-wide service agency, serving Indians throughout the State. Paragraph four (4) does

imply that the intent was limited to a given geographical area, namely the Yakima Valley. Paragraph four reads: "Whereas this is the first known joint effort of fifteen (15) local school districts, local, county, state, city and federal organizations working for the betterment of education . . ." From this language it may be assumed that the Tribal Council was calling upon the various local, county, state, city, and federal agencies to render assistance in establishing a Center for 4 local school districts educating Yakima Indian students.

To this evaluator it would appear, without further belaboring the issue, that the Yakima Tribal Council had, because of financial reasons, a Center imposed on them that did not develop as was proposed in the Resolution.

There are two other interesting points related to the resolution that should be noted. One, the eleventh paragraph of the resolution states: "Be it further resolved that the Land Committee is hereby authorized to negotiate this contract with the Central Washington State College." When inquiries were made concerning this contract between the Yakima Tribe and the College, the evaluators were told that "the resolution serves as the contract." If this is true and there is no reason known at this time why it is not, then the Yakima Tribe cannot be legally held to the 25-year lease agreement. The second point is, the Yakima Tribe does not receive financial remuneration for the lease of the Center land from either the State or Central Washington College.

A Mini-history of the Center taken from A Resume of the Center for the Study of Migrant and Indian Education dated April, 1970, (xeroxed copy attached) tells briefly the origin of the Center and how it eventually came about. The history does not address itself as to what kind of involvement the Yakima Tribe had in its establishment. It does say "The project is located on the north edge of the Yakima Indian Agency property, Toppenish, Washington. This land was leased from the Yakima Indian Nation for the purpose of developing a Center directed toward ameliorating needs of migrant and Indian children." The project was funded April 1, 1968, two days before the Yakima Tribe enacted Resolution No. T-55-68. The Center was originally funded with Title I Migrant monies from the United States Office of Education through the Office of the State Superintendent of Public Instruction.

There seems to have been very little concern for the Center's Services on the part of other Indians throughout the State of Washington when the program was funded with Migrant monies. However, the Migrant spokesmen began to voice the opinion that the Indian people were receiving a greater proportionate share of the services than they considered should be allotted because Indians did not as a rule qualify as "migrant workers."

This attitude on the part of the migrants influenced the Center and College personnel to begin searching for other avenues of funding for the Center. They eventually received a committment from the Portland Area Office, BIA, and the Washington State Department of Public Instruction for an initial allotment of $100,000.00 which were monies "over and

above the State's regular Johnson O'Malley allotment." Of this amount, the Center ultimately received approximately $60,000.00.

It was at this point, after Johnson O'Malley funds were allocated to the Center, that other tribes became concerned. A new program was being developed, guidelines were not yet fully established, and misunderstandings resulting from rumor saw the entire concept of the Center begin to change from that of a local Center to a State-wide service unit. An evaluation made at the Center in the Fall of 1971 (a one-page copy obtained at the State Education Office is attached) reads in part: "Too much school contact in the local area - not enough contact with the more remote schools. Center's location geographically: It is extremely difficult, if not impossible, to serve the Western part of the State. One-third of the Indians are getting 90 percent of the time." These are listed as concerns in the above mentioned evaluation, yet there is no documentation that the July evaluators found that specifically stated the Center was a State-wide service unit. Even the Agreement which also doubles as a Contract between the State Department of Public Instruction and Central Washington State College for 1971-72 is not concise in its language. It says the college will receive "an amount sufficient to provide for the expenses of a project designed to develop and provide (1) in-service training for teachers of Indian pupils: (2) a summer Indian education workshop; (3) curriculum materials and guides; and (4) compensation for staff services required to perform and accomplish these needs." As far as could be determined during the brief evaluation, these terms are being

fulfilled by the contractor. However, the extent to which they are being carried out is the focal point of concern. On this one point, everyone concerned, from Center personnel, college personnel, State personnel and other Indians attending the July 20 meeting at Olympia agree that with the limited funds available and the geographical location of the Center, it is impossible to provide the same kind and amount of services to the more distant tribes that the Yakimas receive.

No one seemed to object to what the Center is doing for Indian people. The long range objectives of the Center are in keeping with the intent of the Johnson O'Malley Act by providing in-service training for teachers of Indian youth. It is an admirable effort and one which has long been desired throughout the country wherever Indians reside.

VI. SUMMARY STATEMENT AND RECOMMENDATIONS

The Yakima Tribe, whom it is felt were the Indian originators of the concept of a Center, were caught in a treadmill of good intentions, financial wrangling, land leasing, and minority politics. To an outside observer, the Center seemed to evolve into something quite different from what the Yakima Tribe originally intended it to be. It appears that through resolution, the Tribe anticipated a local center serving the school districts educating their children. This concept mushroomed into a migrant and Indian center serving some 20,000 Mexican-Americans and Indian tribal members throughout the State of Washington. The Yakima Tribe and the surrounding migrants appear to be making an effort to live and work in harmony and as long as this joint effort is being made, the Center's physical structure should

remain as it is. Other recommendations not necessarily listed in priority are:

1. Limit the services of the Toppenish Center to a given geographical area.
2. Incorporate these limitations in all documents, contracts, public announcements, etc.
3. Restructure the advisory committee to balance Indian involvement with other representative groups such as four administrators, four Indians and four Mexican-Americans.
4. Incorporate Indian involvement at the outset.
   a) Avoid advisory roles or such terminology
   b) Contact Tribal executives
   c) Actively try to prevent communication breakdown.
5. Determine if there is a legal contract between the Yakima Tribe and Central State College for a land lease.

SECTION III. OBJECTIVES

The most immediate task undertaken by the evaluation team as a whole was that of ascertaining the objectives of the Center for the Study of Migrant and Indian Education in order to then make some observations about the effectiveness of those objectives in the education of Indians. It was felt that only when objectives have been clearly articulated in terms of measurable outcomes is it possible to evaluate their effectiveness.

The Center's operations have been conducted within the framework of eight general objectives, as follows:

1. Coordination of Federal, State, local programs devoted to migrant and Indian problems.
2. Development of special instructional materials.
3. Experimentation in program development and dissemination of the results.
4. Training and retraining of teachers to work with migrant and Indian children.
5. Training of teacher aides.
6. Providing consultant help for migrant and Indian education.
7. Evaluation of present and future programs.
8. Dissemination of information regarding significant developments and programs.

The Center staff is assigned particular roles and responsibilities in the general content areas reflected in these objectives, and those roles

fall within several Center "components" designated as:

a) Student teaching

b) Teacher training

c) Instructional materials

d) Communication

e) Teacher aide training

Progress toward the attainment of the Center's stated objectives is measured by statements of activities and accomplishments within each component.

The team found it difficult to reconcile the statements of objectives with listed activities and outcomes as evidence of attainment. It was obvious that many activities were in fact being pursued, and that a high level of enthusiasm and involvement on the part of staff and service area educational personnel was in evidence.

A question which persisted in giving the team difficulty, however, was that of relating activities to objectives, and upon reading the Independent Evaluation Report of December, 1970 (Nelson & Dale, 1970), we found the same problem articulated. One could imagine that, given the latitude allowed by the objectives statements, unlimited requests for services might reasonably be responded to. The Nelson and Dale report had this to say on the matter.

> "In the absence of better operational definitions for the Project Objectives it is very difficult to determine the nature and extent of resources expended to attain a given objective and to

determine which activities, services, or products, either of the Center or one of its components, are directly related to a specific objective."

In terms of our brief treatment of the Center's objectives, we find the language of the conclusions and recommendations in the Nelson and Dale report to be appropriate, and incorporate that section herewith in our report. (See appendix g) We wish to direct attention especially to the following statements, keeping in mind the many positive comments that were made:

Page II.

7. Little useful work was done in evaluating the project's activities and products. It is imperative that much more planning and energy be devoted to the design and implementation of a viable evaluation strategy - not only to describe attainment of the project's objectives, but to provide a data base for making the necessary decisions about the project's programs and activities.

Page III.

3. The validity of the problems it is attempting to resolve is indeterminate due to the lack of an evaluation design and data which should be forthcoming from implementation of such a design.
4. The approach to solving the problems identified is unsystematic.
6. Generally, the project may be considered to be successful, in that they have initiated programs and activities designed to achieve their specified objectives. Unfortunately, in the

absence of specific criteria for the objectives, a judgment of how well the objectives have been attained is impossible to make.

Note: Objectives 2 and 3 call for "Development" of Products and "Experimentation" in programs. These terms require rigorous design and specifications, including decisions based on outcome (evaluation) data.

Recommendations:

1. That the Center staff more specifically state the project's objectives and the particular activities and components designed to effect these objectives.
2. That provision be made for accumulating data about the Center's services and materials throughout each year's operation. These provisions ought to spell out responsibilities of staff personnel and the data to be collected.

We would add here that the target population be specified for objectives and criteria in light of the apparent need for cost-effectiveness data reflected by the request for the present evaluation activity.

SECTION IV. BUDGET AND FINANCE

MIGRANT AND INDIAN EDUCATION CENTER
JOHNSON O'MALLEY FINANCIAL ASSISTANCE FISCAL YEAR 1972

The Center for the Study of Migrant and Indian Education at Toppenish, Washington is funded totally by Title I Migrant money and Johnson O'Malley Act funds. The Johnson O'Malley portion of the Migrant and Indian Center budget for Fiscal Year 1972 is $100,000 which is approximately one quarter of the total fiscal operating budget. The purpose of this part of the evaluation report is to examine the expenditure of Johnson O'Malley Act funds by the Center for Fiscal Year 1972.

The Johnson O'Malley Act of 1934, as amended in 1936, provides Federal money for states to enable them to educate eligible Indian children in their public schools. Money for this purpose is appropriated by Congress on a fiscal year basis. The money is administered, at the national level, by the Bureau of Indian Affairs, which in turn contracts with states or Tribal organizations for local administration of the funds. The Bureau of Indian Affairs sets the guidelines for the expenditures of the Johnson O'Malley Act funds, and has authorized expenditure of money under the following categories: basic support, parental costs, special programs (of which curricula development is a part), kindergarten, and in-service training.

The Bureau of Indian Affairs, Portland Regional Office, contracts with the State Department of Public Instruction, Olympia, Washington for the administration of Johnson O'Malley Act funds within that state. The

State Department of Public Instruction, in this case, contracted with Central Washington State College at Ellensburg, to administer the Johnson O'Malley Act funds for the Migrant and Indian Education Center. The Johnson O'Malley budget and breakdown for Fiscal Year 1972 is as follows:

I. SALARIES & HONORARIUMS.....$59,827.00

A. Professional.....$46,257.00

Center Director	$ 4,817.00*
Program Assistant	12,019.00
Curriculum Development Indian Ed.	8,264.00
In-Service Indian Education	11,045.00
Curriculum Design	10,112.00

B. Civil Service.....$11,750.00

Secretary I	$ 6,000.00
Office Assistant I	5,000.00
Office Assistant III	250.00
Custodians	100.00
Production Supervisor	400.00

C. Part-time Personnel.....$ 1,230.00

Production	$ 1,200.00
Grounds Maintenance	30.00

D. Evaluation.....$ 590.00

* Balance to be paid by Title I Migrant funds.

II. OPERATION & MAINTENANCE.....$ 1,860.00

A. Utilities.....$ 730.00

Telephone	$ 500.00
Electricity	200.00
Garbage	30.00

B. Contracted Services.....$ 1,000.00

Printing (IMPELL & Others)	$ 350.00
Equipment & Maintenance	350.00

	Rental and/or Lease-Own Payments.	$ 100.00	
	Insurance	200.00	
C.	Membership Dues		$ 100.00
	Washington Association for Indian Education		
D.	Maintenance		$ 30.00
	Equipment	$ 30.00	
III.	SUPPLIES & MATERIALS		$ 3,457.00
A.	Office		$ 1,102.00
	Paper, Supplies, etc.	$ 552.00	
	Postage	500.00	
	Building & Grounds	50.00	
B.	Production		$ 1,150.00
	Paper	$ 350.00	
	Printing Supplies	300.00	
	Building Supplies	400.00	
	Art Supplies	100.00	
C.	Media and A/V		$ 405.00
	Library Supplies	$ 30.00	
	Books	100.00	
	Periodicals	50.00	
	Cassette Tapes	175.00	
	Others	50.00	
D.	Photography		$ 200.00
E.	Instructional Materials		$ 600.00
IV.	TRAVEL		$ 7,410.00
A.	Staff		$ 4,810.00
	Director	$ 500.00	
	Program Assistant (Indian)	1,010.00	
	Curricula Development Indian Ed.	500.00	
	In-Service Indian Education	1,000.00	

	A/V Specialist	$ 100.00
	Instructional Material Specialist	100.00
	Curricula Design	300.00
	Office Coordinator	50.00
	Motor Pool	1,200.00
	Others	100.00
B.	Consultants	$ 1,900.00
	General	$ 200.00
	In-Service & Education	200.00
	Evaluation	200.00
	Workshops:	
	Indian	$ 1,000.00
	Curricula Development	75.00
	Instructional Materials	75.00
C.	Planning	$ 700.00
	Advisory Committee	$ 200.00
	Programming	500.00
V.	EQUIPMENT	$ 4,000.00
A.	Automotive	$ 4,000.00
VI.	WAGE BENEFITS	$ 8,974.00
VII.	STIPENDS	$ 6,000.00
VIII.	INDIRECT COST	$ 8,472.00

A. 10% of $81,526.00 = $ 8,152.00
8% of $ 4,000.00 = $ 320.00
0% of $ 600.00 = $ .00

TOTAL BUDGET FOR FISCAL YEAR 1972.....$100,000.00

The above budget reflects approximately 25% of the total budget for the Center for the Study of Migrant and Indian Education, and consequently

almost all costs are a percentage of that specific cost for that specific category. The only costs paid entirely by Johnson O'Malley Act funds are the salaries, travel and per diem for the five Indian employees (Program Assistant, In-Service Specialist, Curriculum Design Specialist, and two Secretaries). Also, one car is paid for by Johnson O'Malley Act funds.

In the view of the evaluation team, the expenditure of Johnson O'Malley Act funds at the Migrant and Indian Education Center, Toppenish, Washington is within the legal limits of the Bureau of Indian Affairs guidelines, and the budget expenditures are judged to be justifiable. It is felt, however, that a question might be posed concerning administrative costs. The College (Central Washington State College) takes an indirect administration cost of $8,472.00 from the $100,000.00 Johnson O'Malley contribution which leaves $91,528.00 for the Migrant and Indian Education Center. It was not possible to get a detailed breakdown of those costs from the College, and it was therefore difficult to justify the "indirect costs." A breakout of the administrative charges by the College would be very useful in attempting to judge the value received. It is felt that whenever it is possible to channel more of available funds directly to programs we should try to do so. Additionally, since Johnson O'Malley Act funds can be contracted directly with tribal organizations that avenue should be investigated as a possible way to save administration costs. At present there appears to be no statewide inter-tribal organization which could perform this function. It was revealed that the Center has paid stipends to teachers for attending teacher orientation workshops.

Elsewhere it had been the case that such stipends have been paid by the local school districts' in-service training portion of their Johnson O'Malley budgets. That is the intent of the training clause of Johnson O'Malley contracts. If the school districts have not been budgeting for in-service training money this should be added to their future budget requests.

In view of the geographical location of the Center and the limited Johnson O'Malley Act funding, it does not seem feasible to serve the entire state of Washington. If additional funding could be obtained for the Center from sources other than Title I and Johnson O'Malley it might become possible to distribute a portion of the Johnson O'Malley funding to serve the Western Washington area.

SECTION V. COMPONENTS OF THE CENTER

The services of the Center for the Study of Migrant and Indian Education are provided through several divisions designated as components. The activities of each component are developed and defined within one or more of the eight objectives stated earlier. The director and his support staff are shown in the organizational chart as one of the components, the others being:

a) Student teaching

b) Teacher aide training

c) Instructional materials

d) Communications

This section of the report will examine the Center's Components from two approaches:

1. What types of services are actually being provided by the Center to schools and tribes that work either separately or jointly in educating Indian children; and
2. How are the services of those components viewed by the people receiving them?

For purposes of clarification, the term Migrant, as used by the Center, refers to families which move from one area to another within a year's time to obtain agricultural employment, either inter-state or intra-state. While Mexican-Americans constitute one of the largest Migrant groups, the migrant population includes people of a wide ethno-cultural range, and it

is estimated that some three to ten percent of the total migrant population is Indian.

At the present time the Components of the Center provide numerous programs and services, including such things as in-service training of teachers and teacher aides; college credit classes, both undergraduate and graduate level, for teachers and aides; multi-media and audio-visual services; and materials production, acquisition, and dissemination. Although many of these services either include Indians as trainees, or are exclusively designed for the educational benefit of Indians, they are often funded from Title I Migrant Education funds.

For example, during fiscal year 1970-71, the Center provided in-service training for Indian teacher aides on four separate occasions. The staff members who provided the training were paid out of Title I funds.

The Center staff also informed the team that the cost of shipping instructional equipment (audio-visual machinery, etc.), which is made available to tribes and school districts providing educational services for Indian children, often provided through Title I funding because of the quite limited Johnson O'Malley funding level.

It was learned that the student teaching program is funded entirely by Title I Migrant Education funds. Some 25-30 new teachers have received training, placement, and supervision through the Center each year, many of whom enter the program specifically to learn to work with Indian children. Many of the graduates have remained to teach in the area,

and the participating districts, according to several administrators interviewed, are pleased with their competencies and eager to hire more.

The Center reports that some 350 teachers have participated in classes designed for Indian Cultural Awareness and education. Of this number approximately 100 were enrolled in the Center's three-week summer workshop funded through Johnson O'Malley. The rest of the classes carried resident credit from Central Washington State College and were provided at no cost to the Center or to the Johnson O'Malley budget.

Along with resident credit classes from Central Washington State College, the Center has arranged to provide classes at the Center for teacher aides which carry credit from Yakima Valley College, likewise at no cost in Johnson O'Malley or other Center funding.

The Center's plan calls for in-service training for teachers and teacher aides to be provided through Johnson O'Malley funding. However, school year 1971-72 is the only year they have had a person to provide this service. During the past year the Center provided teacher and aide training on five different occasions in five different Western, Northwestern, and Northern parts of the state remote from the Yakima Valley. This was done in response to demands by Indian spokesmen from those areas to share in services made possible through Johnson O'Malley funding. Responding in this manner, however, while apparently appreciated by many who felt the services were beneficial, was accomplished mainly through great personal effort above and beyond the call of duty by staff members. Distances are great, and to date there is no evidence of planning or budgeting of the Center to function on a statewide basis.

General consultant services are available from the Center without charge to any school district or tribe which provides educational services to children. These services cover quite a broad range of subjects, but in general are focused on Indian culture in education. Curriculum development projects have been established, according to the Center, involving the Yakima, Mackleshoot, Quinault, Spokane, Colville, Kalispel, Clallam, and Lummi tribes, with the funding deriving primarily from the Office of Child Development in the U.S. Office of Education. It is reported that approximately $145,000.00 in additional funds for curriculum development have been obtained from sources other than Johnson O'Malley or Title I.

In an effort to sample the views of people whom the Center is designed to serve concerning the service of the Center, a member of the evaluation team contacted several educators and community people for interviews. This survey was not intended to be comprehensive. The time available was extremely limited, and distances too great to achieve a statewide representation. It was possible to offset this disadvantage somewhat, however, through the Olympia meeting with representatives of the Small Tribes of Western Washington.

It is apparent that the Center provides many varied services to numerous agencies and people, both groups and individuals. Requests for services are many, and the Center attempts to respond to all of them as well as carry on its extensive activities in curriculum development, student teacher programs, etc.

A difficulty worth noting in terms of the objectives of this evaluation (i.e. the benefits realized by Indians from Johnson O'Malley funds expended), which was related in a number of ways and at different times, has been that of differentiating between "Migrant" and "Indian" populations. A number of people interviewed felt that some approach should be sought to avoid confusion in this matter, especially regarding the appropriateness of expenditures from specific funding sources. The Center had apparently found itself under fire from both directions as it attempts to respond, with no easy way to determine limitations.

Inquiry by the evaluation team revealed no overlap of services provided by the Center with the functions of other agencies. A conversation with a professor from the University of Washington revealed, however, that other educational institutions feel there is a lack of communication through which to understand the Center's operation.

Several of the interviews reflected the following views:

a) The Center cannot provide adequate services for Indians statewide, and should concentrate on the Yakima Valley, as orginally intended.

b) Local Indian people are not too certain what the Center does or how well it does it. The polling of teachers, students, and administrators, however, produced a unanimous expression that the Center is providing valuable services.

c) It is felt that the present federal funding from two sources is creating misconceptions and, in some cases, friction. These

problems arise between the Indian population, which feels entitled to services funded under the Title I Migrant program as well as all of the Mexican-American Migrant population, which feels that there is an excessive amount of Title I money being used for the benefit of the Indian population. It was stated that the one-fourth funding provided by Johnson O'Malley is often used to obtain other additional funding to further the Indian component of the Center. There was general agreement that the Center is doing great things in Indian Education, utilizing Johnson O'Malley funding to the fullest, but just possibly short-changing the Migrant component.

d) Central Washington State College is attempting presently to establish the funding as a line item by the state Legislature in order to avoid the yearly agonies of categorical funding.

e) The Yakima Tribe as well as the Western Washington tribes are questioning the copy right of prepared Indian curriculum materials dealing with tribal history, religion, and culture. While on the one hand these are felt to be essential to "relevant" curricula for Indian children it appears there are problems to be solved in actual implementation.

f) Western Washington Tribal Members generally felt that there is a lack of adequate information regarding the services and purposes of the Center. They feel the information should be given to the tribal organization as well as to the school districts.

g) A Yakima Valley teacher felt that the Center has been effective

in the services it has offered, but makes the following observations:

1. Aide training: The Center does not actively recruit the school districts to get involved in aide training programs. The workshops that the Center has offered are short and almost superficial. The Center makes an attempt but they are spread too thin to really do an effective job.
2. The Center needs to make a concentrated effort to reach administrators so they too, can learn about the new ideas, programs, and equipment that is being developed.
3. The Center staff needs to get into the classrooms more often. They need to see what is happening first hand and not via the classroom teacher.

h) Yakima Tribal Member: This person felt that the Center needs to focus more attention on the Indian component instead of the Migrant component. She felt out of place at the Center because she thought they were concentrating on the Migrant more than the Indians. She also felt that the Center was spread too thin and that they should concentrate their efforts in the Yakima region and let the west and east portions of the state develop their own Center.

i) Yakima Valley Administrator: This administrator was very pleased with the services that the Center had furnished to his school. However, he felt that he would not have utilized the services of the Center if he were any distance away since it would be too inconvenient.

j) Yakima Tribal Councilman: Concern was voiced regarding the copyright of the Yakima Indian tribal material published and printed by the Center. This councilman would like to have the Center develop the Yakima Indian curriculum materials but then take the materials to the tribal education committee for review, and give them the opportunity to produce.

k) Tulalip Tribal Member: The view was expressed that the Center is more concerned about getting funds than having an immediate need or purpose to serve as a result of obtaining those funds.

l) Indian Parent: This person felt that the Center needs to work more with the high school students. Maybe the Center would be more effective if they offered more services dealing with vocational awareness at the high school level instead of concentrating at the adult level. They also would like to have workshops for the Indian parents.

In concluding the section on the Components of the Center, it can be observed that while engaging in a great range of activities on the one hand, the Center is faced with an insurmountable task in trying to "respond" to a potentially unlimited number and variety of requests. It will be necessary to develop criteria for setting priorities for "responding", and to establish those priorities within a framework of more specific operational objectives for the Center as a whole.

SECTION VI. THE MEETING IN OLYMPIA

Twenty one people attended the meeting at the State Department of Public Instruction in Olympia on Thursday, July 20. (See appendix f) This number included the evaluation team and Mr. Emmett Oliver, Supervisor of Indian Education for the State. In response to the team leader's question, the group indicated that two of their number had visited the Center at any time, one of whom was a former member of the advisory board.

When asked their opinions on the quality and/or worth of the services provided by the Center to date the response was universally positive. Several indicated lack of specific enough information or experience to make a judgment, however.

Critical comments from the group focused mainly on the view that, notwithstanding the fact that the Johnson O'Malley funds did not derive at the expense of their districts, there should be equal distribution to the benefit of Indians Statewide. One participant suggested that:

> ". . . . the University of Washington be explored as the next recipient of this grant. Professor _____'s program is much similar and would do a better job, as far as I am concerned".

This view, of course, reflects regional and institutional preference and bias which may be found in many like circumstances.

There were several very articulate spokesmen present, and some of the views expressed included the following:

Observation 1:

It appears to me that the Center is trying to be all things to all people.

Question:

In your view do you think this wasn't the original intent?

Response:

I don't know. The objectives haven't been that clear to me.

Observation:

It seems to me problems have resulted from trying to separate the "Migrant" from the "Indian" populations' for program development purposes, as well as trying to lump them together in setting up the Center.

Statement:

The Indians need to be involved more in these decisions like distribution of Johnson O'Malley funding.

Question: (from team member)

Aren't there committees throughout the state?

Answer:

Yes, but they are only "advisory", not decision-making. The state department will do what it wants anyway.

Question:

Isn't there a statewide inter-tribal organization or corporation which could administer Johnson O'Malley like we have in the United Tribes in the Dakotas?

Answer:

There is no such organization, and even the organization of Small Tribes of Western Washington is most splintered.

Question:

What suggestions do you have for specific action in matters of Johnson O'Malley funding, and specifically for the future activities of the Center?

a) We need a statewide inter-tribal group with decision-making power to administer Johnson O'Malley.

b) Our Indian school boards need more training so they can make better decisions in these matters.

c) We need to have a real educational needs assessment conducted at the tribal level toward determining goal preferences. This would provide a sounder basis on which the Center might provide its services.

d) They need to establish satellite Centers in Northern and Western Washington so we can be provided our fair share of services.

e) The Johnson O'Malley funding now provided to the Center should be transferred to the University of Washington at Seattle.

In summary, the team was given to understand that the services and activities of the Center were generally considered worthwhile, but should be provided in greater amounts in the Western Washington area.

SECTION VII. CONCLUSIONS AND RECOMMENDATIONS

The following are not ranked in any way:

1. There is broad agreement that the Center's activities to date are worthwhile and defensible under Johnson O'Malley funding.

   Recommendation: Johnson O'Malley Funding should continue in FY 1974.

2. There is considerable evidence that educational benefits to Indians deriving from the services and programs of the Center are proportionally greater than the one-fourth ratio of Johnson O'Malley funding. That is, it is generally felt that there exists a favorable cost-benefit ratio in terms of Johnson O'Malley funding.

   Recommendation: Johnson O'Malley Funding should continue to be provided to the Center as the principle center of activities and studies in Indian education in the state of Washington. Experience and progress made are costly to replace or duplicate elsewhere and might easily result in the re-inventing of the wheel.

3. There appears to have been clear intent by the Yakima Tribe, Central Washington State College, and Johnson O'Malley administrators to establish regional services rather than statewide services.

   Recommendation: This "intent" should be clarified immediately. Not to do so will further tax the capability to "respond" and spread resources too thin.

4. A great deal of activity is evident in the several components of the Center, especially in the development and dissemination of instructional materials and in the pre-service and in-service training of teachers and aides. It is not clear, however, what criteria are being used to assess these activities; criteria emanating from clearly stated operational objectives.
Recommendation: Priority should be given to development of more carefully and narrowly specified objectives objectives for the Center. These should be operationalized in terms which will point easily to appropriate measurement criteria. Specific activities of the Center should clearly be designed toward attainment of those objectives. The level of Johnson O'Malley funding should be governed by the rigor with which these matters are accomplished.

5. The 1970 evaluation report (appendix g) noted the questionable validity of problems the Center is attempting to resolve due to the lack of an evaluation design and resultant data. There is still no design in evidence.
Recommendation: The task of developing an appropriate evaluation design is dependent upon the completion of the recommendation in item number 3 above. However, together they should be considered as integral to systematic decision-making and problem solving efforts.

6. The cost/benefit to the Center and to Indian Education of the role of Central Washington State College as Grantee is unclear.

In comparison with some institutions the 10% charge for indirect or administrative costs is low, yet the justification for that charge has been questioned.

Recommendation: Central Washington State College provide a breakout of services facilities, and materials provided to the Center in return for the 10% administrative charge.

7. The view has been expressed that possibly the combining of "Migrant" and "Indian" populations' is not very helpful, and actually results in difficulties with both groups.

Recommendation: Efforts should be made to clarify the population-to-be-served question. Some clearer definitions as well as differentiated staffing may be possible. On the other hand, it may be possible to eliminate the population distinction and still maintain the funding level. Alternatives should be vigorously investigated.

APPENDIXES

a) Yakima Tribal Council resolution, April 8, 1968

b) Mini History of the Center

c) One-page exerpt from 1971 evaluation report

d) Agreement between State Superintendent of Public Instruction and Central Washington State College

e) Objectives and Guidelines for the Advisory Committee

f) Roster of those attending meeting with STOWW (Small Tribes of Western Washington) in Olympia

g) Nelson and Dale, Independent Evaluation Report, December, 1970

Real Prd. Mngmt.
Edu.
Soc. Serv.
Tribal Office

RESOLUTION

T-55-68

Appendix a

WHEREAS, the Yakima Tribal Council recognized that renewed emphasis must be exerted in the field of education; and

WHEREAS, a proposed Yakima Valley Center for the improvement of rural education opens fresh opportunities for the improved education of our children; and

WHEREAS, the functions of the Center will include such elements as teacher training, practical field training for new teachers, curriculum laboratory, research and evaluation, teacher aid training, health coordinating services, drop-out and adult education, and other related education components all of which are of great concern to the Tribal Council; and

WHEREAS, this is the first known joint effort of fifteen (15) local school districts, local, county, state, city, and federal organizations working for the betterment of education; and

WHEREAS, the location by a government reserve and on Tribal land is very desirous, due to the need for close working arrangements with Tribal and Agency officials; and

WHEREAS, Central Washington College has selected a site containing approximately one (1) acre in a corner bounded by Wanity Slough on the north and the Agency reserve on the east, located in the SW/4 SE/4 SE/4, Sec. 5, T. 10 N., R. 20 E. W. M.; and

WHEREAS, parking facilities may be arranged in conjunction with Agency reserve use; and

WHEREAS, a 25-year lease is desired by Central Washington College; and

WHEREAS, the above described benefits to Indians are expected to result in the total improvement of Indian Education, it is recommended these benefits be considered full and adequate consideration for the use of this site.

NOW, THEREFORE, BE IT RESOLVED by the Yakima Tribal Council meeting in regular session at the Yakima Indian Agency, Toppenish, Washington on this 3rd day of April, 1968, a quorum being present, that the above action as recommended and approved by the Land Committee and the Education Committee is hereby approved.

BE IT FURTHER RESOLVED that the Land Committee is hereby authorized to negotiate this contract with the Central Washington College.

DONE AND DATED on this 3rd day of April, 1968 by the Yakima Tribal Council by at the Yakima Indian Agency, Toppenish, Washington by a vote of 11 for and 1 against.

Robert B. Jim

Robert B. Jim, Chairman,
Yakima Tribal Council

ATTEST:

Joe Mininick

Joe Mininick, Secretary,
Yakima Tribal Council

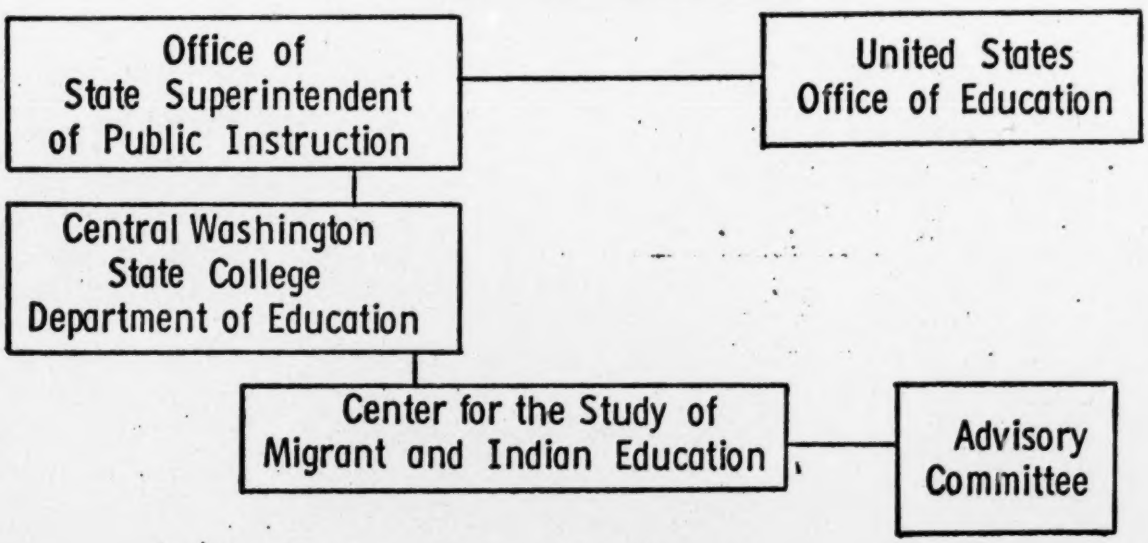
MINI-HISTORY OF THE CENTER

The Chairman of the Education Department of Central Washington State College, Dr. Conrad Potter, spearheaded the idea of a single Center of Migrant and Indian Education which would be based in the heart of a migrant impacted area and which would be responsive to the educational needs of migrant and Indian children. With the concerned help of James Click, then Supervisor of Migrant and Indian Education, Washington State Department of Public Instruction, school people, lay groups and health agencies, the project was funded, April 1, 1968.

The proposal provided for the development of the Center for the Study of Migrant and Indian Education, an innovative approach to the educational problems of the migrant and Indian child. The Center was designed to provide a continuity of educational goals between agencies, colleges and the public schools. Its purpose is to serve education in change and development as well as coordination and special services which will enhance the prospects of success for all migrant and Indian children.

The project is located on the north edge of the Yakima Indian Agency property, Toppenish, Washington. This land was leased from the Yakima Indian Nation for the purpose of developing a Center directed toward ameliorating educational needs of migrant and Indian children. The locale of this project is significant, first because of the Indian Reservation and secondly, because it lies in the heartland of the Washington agricultural industry. The Yakima Valley is located in the central part of the State of Washington at the base of the eastern slopes of the Cascade mountain range. The abundance of major crops, such as asparagus, apples, pears, hops, cherries, grapes along with extensive truck farming of the region, provides seasonal employment for a large migrant population.

CENTER'S RELATIONSHIP TO OTHER OFFICES


Office of State Superintendent of Public Instruction
United States Office of Education
Central Washington State College Department of Education
Center for the Study of Migrant and Indian Education
Advisory Committee

Page 81 #9 -

Should clarify the role of the advisory board.

Page 107 #3

Not clear on who establishes priorities for projects or if priorities are established at all.

Concern: Central Washington State College. Influence too great on Centers activities and policy.

Too much school contact in the local area - not enough contact with the more remote schools.

Centers location geographically: "It is extremely difficult, if not impossible to serve the western part of the state."

One-third of the Indians are getting 90% of the time.

Page 106

Serving schools in the local area within reasonable driving distance.

Page 108 #9

Establish objectives of staff and develop a method to work toward these objectives.

Page 109 #2

Develop a product/process time line, and establish priorities of objectives.

Publish to SPI - a schedule calendar of all staff activities - especially travel schedules.

9-71-F

Appendix d

AGREEMENT

INDIAN EDUCATION

approved
12-10-71

THIS AGREEMENT, made and entered into this 1st day of September, 1971, by and between the SUPERINTENDENT OF PUBLIC INSTRUCTION (hereinafter called the "SUPERINTENDENT") and the CENTRAL WASHINGTON STATE COLLEGE, Ellensburg, Washington,

WITNESSETH:

Whereas, the Superintendent has authority under federal law appertaining to Indian education, 48 Stat. 596, as amended by 49 Stat. 1458 and 25 U.S.C., Sec. 452, to provide federal funds for educational programs including inservice training for teachers of Indian pupils, workshops for Indian parents and children, seminars relating to education programs for Indian personnel and curriculum development including the development of resource materials and guides; and

Whereas, it is the desire of the Superintendent to provide and aid educational programs for Indian children and youth by the means hereinbefore stated; and

Whereas, Central Washington State College, through its division known as the Center for the Study of Migrant and Indian Education, located in Toppenish, Washington has the capabilities and expertise to provide the services set forth in this agreement; and

Whereas, it is the purpose of the Superintendent to provide federal funds for the purposes hereinbefore stated in compliance with federal laws and regulations of the federal Department of the Interior and the Bureau of Indian Affairs,

Now, therefore, the parties hereto do mutually agree as follows:

1. The Superintendent agrees to disburse to Central Washington State College, and the Center for the Study of Migrant and Indian Education federal funds available for the purpose of the federal act hereinbefore set forth in an amount sufficient to provide for the expenses of a project designed to develop and provide (1) inservice training for teachers of Indian pupils, (2) a summer Indian education workshop, (3) curriculum materials and guides and (4) compensation for staff services required to perform and accomplish these ends. The amount of disbursed federal funds shall be paid upon periodic reports of the program being submitted to and approved by the Superintendent and such funds will not exceed a total and aggregate amount of $100,000.00 or as much thereof as may be

necessary to effectuate the terms of this agreement.

2. The Central Washington State College, through its Center for the Study of Migrant and Indian Education, agrees to perform the duties set forth and defined in the stated purposes of the Superintendent within this agreement. Central Washington State College further agrees: (1) to provide at the end of the contract period ten copies of a report describing this project and program and providing results of an evaluation thereof, (2) provide for every expense incurred on behalf of this program, maintain a careful voucher record therefore, and submit to the Superintendent upon request a comprehensive summary of all obligations incurred and statement of all disbursements relating thereto.

3. The services to be performed under this agreement are to commence on the date of September 1, 1971, and are to continue in effect through and including the day of August 31, 1972.

4. Either party, by mutual consent, may terminate this contract by giving 30 days prior notice of intent so to do.

5. It is mutually agreed and understood that no alteration or variation of the terms of this agreement shall be valid unless made in writing and signed by the parties hereto and that no oral understandings or agreements not included herein, or no alterations or variations of the terms hereof, unless made in writing between the parties hereto, shall be binding.

IN WITNESS WHEREOF, the parties hereto have executed this agreement as of the date first above written.

Louis Bruno

LOUIS BRUNO
State Superintendent of
Public Instruction

CENTRAL WASHINGTON STATE COLLEGE

By Lloyd D. Dahnell
Director of the Center for the Study of
Migrant and Indian Education

John A. Green
Dean of Education

James A. Ruffley
for Vice President for Business Affairs

Appendix e

OBJECTIVES AND GUIDELINES

for

The Advisory Committee for

MIGRANT AND INDIAN EDUCATION

Toppenish Center

Objectives:

1. To study the whole problem of migrant and Indian education.
2. To provide a wide scope of educational and lay experiences in the study of the needs for and the planning of educational programs for the children of migratory farm workers and Indian children.
3. To recommend to the Superintendent of Public Instruction the elements which should be contained in the State Plan for Migrant and Indian Education.
4. To recommend to the schools revisions and changes that may be made in migrant and Indian education, based upon the Committee's study of and experience with the plan.
5. To review budget, program and expenditures.
6. To review program recommendations.

Guidelines:

1. The members of the Advisory Committee for migrant education shall be appointed by the superintendents of the school district and the Center Director to serve for one year terms.
2. The membership of the Advisory Committee shall not exceed 19 in number and shall be appointed from a cross section of those representing the populace being served and the institutions implementing the migrant and or Indian education programs. The recommended selection is:
    1. One representative from the Intermediate District Office.
    2. One representative from the Grant/Adams County Superintendents Association.
    3. One representative from the State Advisory Committee for migrant education.
    4. Four Indians; one from the Small Tribes of Western Washington (S.T.O.W.W.), one from the Seattle Center, one from South Eastern Washington, one from the Spokane Center.
    5. Four Mexican-Americans.
    6. Seven educators representing: Upper, Central and Lower sections

7. One representative of migrant and Indian health problems.

8. One representative of Y.V.C.C.A.

3. Board changes will take place during the month of September.

4. Members may be dropped from the Committee for such reasons as: non-attendance of meetings or changing to a job or place of residence out of the area concerned with migrant and Indian education. The Chairman should be notified by the Committee member whenever the latter comes about. Committee members will be notified by letter when and if dropped from the Committee. A simple Board majority will be needed to drop a member.

5. Each Board member should have an alternate.

6. A quorum will consist of ten board members present.

7. A simple Board majority will be needed to act upon all matters concerning the Center.

8. The Chairman will have no vote.

9. The Center Director will prepare the agenda and chair the meetings.

10. Minutes shall be kept of proceedings and recommendations, and copies will be distributed to members and alternates.

11. Meetings of the Committee will be one day a month and will meet on the fourth Tuesday of each month at the Toppenish Center at 9:00 a.m.

12. Lunch will be provided for all members.

13. Changes to the Objectives and Guidelines of the Advisory Committee for the Center for Migrant and Indian Education are to be submitted in writing at a formal meeting of the Advisory Committee. Action is to be taken at a subsequent meeting. Approval will comprise of two-thirds of the membership.

Appendix f

People attending meeting in Olympia Thursday, July 20, 1972

2

			Tribe or Rep. of:
1.	Tobias Moran	Aberdeen Area Office, BIA	Turtle Mountain Chippewa
2.	Virginia Brown		Muckleshoot
3.	Edward Ellalahn	Neah Bay, Washington	Neah Bay S.C.C.
4.	Joe Tallakson	Taholah, Washington	Quinalt
5.	Berniece McCloud		Nuqually
6.	Bea Charles	Port Angeles, Washington	Dist. # 21
7.	Anne Pavel	Rt. 5, Box 470, Shelton, Wash,	Skokomist
8.	Landy James	Rt. #1 La Conner, Washington	Swinomish
9.	Francis Shelton	3901 Totem Beach Rd., Marysville Wn.	Tulalip
10.	Reggie Kona	3801 Totem Beach Rd. "	"
11.	Ray Smith	1513 7th St., Marysville, Wash.	Marysville School
12.	Ted George	Rt.#1, Box 528, Poulsbo,WAsh.	Clallam
13.	Rosie Sampson	Rt.#3, Box 1670, Port Angeles, Wn.	ElwhaClab
14.	Dennis Huber	Box 139, Bismarck, N.D. 58501	United Tribes Corp.
15.	Tom Halfmoon	Box 329, Toppenish, Washington 97948	CWSC
16.	Paul Streiff	Box 1788, Albuquerque, N.M. 87103	BIA-Ed., Div. of Evaluation
17.	Lila Porter	Rt.#4, Box 4218, Wapato, Wash. 93951	Yakima Nation
18.	EmmettOliver	Dept. of Public Instruction	Olympia, Washington
19.	Willard Bill	28 M. Place N.E., Auburn, Wash.	University of Washington
20.	I. Marie Johnson	Auburn	Auburn Schools
21.	Bernice J. Tanewasha	Rt.1, Box 461N Auburn, Wash.	

Appendix g

INDEPENDENT EVALUATION REPORT

CENTER FOR THE STUDY OF
MIGRANT AND INDIAN EDUCATION

TOPPENISH, WASHINGTON

Prepared By:

DR. F. C. NELSON
DR. E. L. DALE

DECEMBER, 1970

CENTER FOR THE STUDY OF
MIGRANT AND INDIAN EDUCATION

P.O. Box 329
Toppenish, Washington 98948

CENTER EVALUATION
1970-1971

IV. GENERAL CONCLUSIONS AND RECOMMENDATIONS

As earlier noted a number of problems were encountered in conducting this evaluation which have caused some of the data to possibly be less reliable than desired. Additionally, due to the time of year when the evaluation was conducted, the procedures used to collect the data did not enable a truly random sample of Center clientele to be tapped for information. Despite these shortcomings, the aggregate of the data suggest that:

1. Satisfactory progress was made toward attainment of Objective 1, Coordination of programs devoted to migrant and Indian education, as manifest in the number and type of workshops sponsored and/or conducted and the number of proposals written by school districts within the Center's service area.
2. A great deal of energy was expended in the development and dissemination of special types of instructional materials. In the absence of a criterion for the objective (Objective 2) it would appear that the Center had made significant progress in this area, as indicated by the distribution data on materials and the requests received nationwide for copies of materials specially developed for the target populations of this project.
3. Significant progress has been made in developing unique instructional strategies for employment with the target populations, such as the language games, video-tape lessons, and various collections of special materials.
4. The Center has made an important contribution to the training of teachers, both pre-service and in-service, as manifest in the diversity

of training programs either sponsored or conducted by Center staff. Relevant data include the descriptions of workshops conducted at various times during the year and the success of placing student teachers upon completion of their training experience at the Center.

5. A viable teacher aide training program has been designed and implemented by the Center staff. This is clearly shown in the number of workshops conducted for teacher aides and in the increased number of aides currently employed by school districts participating in the Center's various programs.

6. Considerably more work needs to be done in providing participating districts with consultant help in migrant and Indian education. Availability of this service was not generally known by participating districts, and could possibly have been one of the more important services offered, i.e., the districts apparently needed and would have used assistance in developing special programs for the migrant and Indian students enrolled in schools.

7. Little useful work was done in evaluating the projects activities and products. It is imperative that MUCH more planning and energy be devoted to the design and implementation of a viable evaluation strategy - not only to describe attainment of the project's objectives, but to provide a data base for making the necessary decisions about the project's programs and activities.

8. The dissemination efforts of the Center have made and will probably continue to make, a significant contribution to the education of migrant and Indian children throughout the United States. Numerous materials have been distributed on a nationwide basis, both upon request from agencies throughout the nation and upon initiation of the Center staff.

Generally, the data included and presented in the preceding report support the following additional conslusions:

1. The Center has initiated a diverse range of programs in an attempt to ameliorate identified problems related to migrant and Indian education.
2. The Center is making its presence in the Yakima Valley very much known.
3. The validity of the problems it is attempting to resolve is indeterminate due to the lack of an evaluation design and data which should be forthcoming from implementation of such a design.
4. The approach to solving the problems identified is un-systematic.
5. The student teacher program, teacher in-service programs, and materials production and distribution efforts are perhaps the most successful enterprises of the project. It appears that the project has been successful in educating teachers about the different needs and methods of migrant and Indian children. This has resulted in changed teacher's attitudes toward their youngsters.
6. Generally, the project may be considered to be successful, in that they have initiated programs and activities designed to achieve their specified objectives. Unfortunately, in the absence of specific criteria for the objectives, a judgement of how well the objectives have been attained is impossible to make.

Recommendations

Several recommendations can be made in order to improve upon the Center's operations. These are:

1. That the Center staff more specifically state the project's objectives and the particular activities and components designed to effect these objectives.

2. That provision be made for accumulating data about the Center's services and materials throughout each year's operation. These provisions ought to spell out responsibilities of staff personnel and the data to be collected.

3. That the yearly evaluative studies be contracted early each year in order that adequate evaluative designs can be determined and to insure orderly data collection.

4. That the new director develop an organizational structure to facilitate internal communication among staff members and from and to the director and the staff.

5. That the director develop systematic procedures for assuring communication with users of the Center's services. This should include provision for feedback to Center personnel to more adequately meet the needs of those being served. Only through a sensitized communication channels can the Center be responsive.

6. That the advisory board and director involve staff persons in decision making processes.

7. That communications from the Center be sent not only to the superintendents of the districts served by the Center, but also to other personnel (teachers, aides, etc.) in each district.

RESEARCH AND EVALUATION REPORT SERIES

The Education activity of the BIA has always produced a large and steady number of very useful reports. In recent time, there seems to be an increasingly larger number of high quality reports. Too, throughout the years, there has not been an attempt to organize or arrange the reports in such a manner that they become a useful and systematic body of information. In order to provide a systematic arrangement of high quality reports so that they may be made available to BIA educators, a Research and Evaluation Report Series has been established by the Indian Education Resources Center (IERC), Division of Evaluation and Program Review.

The general objectives of the Series are to:

(1) Provide a systematic arrangement of education reports.
(2) Identify those reports considered to be high in quality.
(3) Make pertinent data available to BIA educators and when possible, to educators outside the BIA.
(4) Make it possible for professional educators involved in research pertinent to the schooling of Indian children to share their experiences with a greater audience.
(5) Assist in the overall evaluation process of the BIA Education activity.